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Tensiones entre la docencia y la investigación: el papel de la reflexividad en la agencia académica del profesorado de universidades chilenas

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Propositions

1. Chilean universities have transitioned from primarily focusing on teaching to prioritising research over teaching. This shift has largely been induced by the North American research university model and the increasing adoption of managerial practices at the top of the Chilean higher education system.
2. Although Chilean universities have implemented similar institutional strategies for increasing their research output, the results obtained have been quite dissimilar. This is mainly due to the high stratification and segmentation of the Chilean university system.
3. The lack of problematisation regarding the alleged desirability that scholars establish a closer link between teaching and research has elevated this goal to an unquestionable timeless truth, closer to an enduring myth than to a dynamic and variable construction.
4. In recent decades, the leading trend among universities around the world has been to prioritise research over any other academic activities in order to increase prestige, competitiveness and attract funding. This phenomenon has tended to inhibit or restrict the possibilities of enhancing the importance of teaching excellence.
5. One way to strengthen the link between teaching and research is to adopt the academic approach of *Scholarship of Teaching and Learning* (SoTL). This way of doing teaching research allows its professionalisation, transforming it into a reflective practice based on evidence that favours the achievement of quality learning experiences for students.
6. Teaching staff respond in a variety of ways to the increased pressures for more research in universities. These answers depend mainly on their academic interests and the disciplinary cultures to which they belong.
7. Strongly cohesive disciplinary cultures based on the shared interests of teachers expand their power to influence decision-making, which counteracts the effect of institutional pressures. This, in contrast to those focused on the competence and individual interests of the teaching staff.
8. Teaching is strengthened when teachers have the possibility of deciding on their development, carrying out collegiate practices and strengthening their identity through the projects they undertake.
9. Currently, the massive use of artificial intelligence by students opens the debate regarding the preparation of teachers for its pedagogical use. This reality demands specialised teacher training, in addition to its incorporation into teaching practice at all educational levels.
10. The academic career of women is affected by the difficult reconciliation of personal and professional life. A way to overcome this obstacle is the adoption of flexible and dynamic academic trajectories with a gender and life cycle perspective.